

School Improvement Grants

School Level Section

Tiers I, II, and III

Name of School: Wolf Creek Upper Elementary School				Grades Served: 5-8			
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		

DESCRIPTIVE INFORMATION

- (1) The LEA has analyzed the needs of the school and selected an intervention for the school
- List the members and positions of the committee that conducted the needs assessment and determined the outcome. *(Your answer must include the following: A list of the names of the members of the committee. The position within the district that each person is representing, The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents).*

The Corrective Action Leadership Team for Shannon County School District met on April 6 to conduct the needs assessment and determine the intervention for each school. Members of the team who were present include Dan Elwood, superintendent; Vickie Grant, school improvement coordinator; Maurice Twiss, federal programs director/community member; Robert Two Eagle, Lakota studies director/community member; Darrell Eagle Bull, Dean of Students/community member, Alternative School; Monica Whirlwind Horse, principal/community member, Rockyford Upper; Connie Rous, teacher, Batesland Elementary; Illa Brings Him Back, paraprofessional/community member, Wolf Creek School; Liz Swallow, paraprofessional/community member, Red Shirt School; Natalie Hand, parent, Wolf Creek School; Mark Donovan, grandparent, Wolf Creek School; Bob Rose, technical adviser; and Sandra Gaspar, consultant.

- Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment designed for the purpose of the SIG application. *(Your answer must address data within each of the four lenses: Student, teacher, program, and community and parent.*

Student: DSTEP data in reading and mathematics (2003 to 2009)

Local CBM data in reading and mathematics (2003 to 2010)

District Audit, 2006 and 2009

Teacher: Current year in-service schedules

Anecdotal and formal teacher feedback regarding professional development

District Audit, 2006 and 2009

Program: Mathematics Program Audit conducted by Linda L. Walker, 2008

District Audit, 2006 and 2009

Community and parent:

Parent Survey, academics component, 2009

District Audit, 2006 and 2009

- c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *(Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*

The comprehensive needs assessment was conducted by the District Corrective Action Leadership Team in the Board Room in Batesland on April 6, 2010. Ten of the 12 regular members of the Corrective Action Leadership Team participated in the data analysis. In addition one parent, one grandparent, and the Dean of Students at the Alternative School (a Persistently Lowest Achieving School) joined the group for the data review/analysis and subsequent discussion. In keeping with the academic goal of the Shannon County School District Improvement Plan, the primary focus of the data analysis was student performance in reading and mathematics, both on the DSTEP (from 2003 through 2009) and on district-administered Curriculum Based Measures (CBMs) in reading and mathematics (2003 through 2010). The School Improvement coordinator presented student achievement, teacher, program and community/parent data via a slide show presentation and hand-outs. Members of the group discussed patterns/trends and generated a list of planning considerations. In addition, the CATeam reviewed a draft professional development plan (that was based on an earlier analysis of data) and discussed ways in which the district SIG proposal and the professional development plan could be merged. Meeting participants worked in triads to note strengths and weaknesses in the data and in the professional development plan. They provided oral and written feedback to the grant planning committee.

- d. Broadly describe the results of that review (specifics for each school will be outlined in the school sections). *Summarize the results of the CNA for this school.*

The team that conducted the Comprehensive Needs Assessment recognized that the mathematics achievement of Shannon County students overall is considerably lower than achievement in literacy/reading. Although 40% of district's students are proficient in reading, only 28% are proficient in mathematics. Data disaggregated by building showed a similar pattern: mathematics achievement in ALL Shannon County Schools is significantly lower than achievement in reading. Team members were especially interested in a chart that compared reading and mathematics DSTEP performance in each school according to the number of test items answered correctly, on average. Students in the various schools needed to answer from .9 (Batesland) to 8.3 (Shannon County Alternative School) more questions correctly on the reading test to achieve proficiency. In mathematics, these numbers ranged from 5.7 to 15.1 more questions correctly to achieve proficiency. These results are not surprising, since the primary focus of professional development, improvement in instruction, coaching and assessment has been on literacy since 2002. Only within the past three years has the district selected and begun to implement a reformed mathematics program (Investigations) in grades K-5. The district audit revealed that professional development has been inadequate; as a result, implementation of the new mathematics program with fidelity has been compromised. The team agreed, via consensus, that improving mathematics achievement should be the focus during the SIG period, but that efforts to continue support for literacy should not be diminished.

List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

Wolf Creek Upper Elementary School

	Strengths	Weaknesses
Wolf Creek Upper	<ul style="list-style-type: none"> • Reading Achievement • Parents support SCSD academic program • Reading PD • 8:00-9:00 collaboration via DDN 	<ul style="list-style-type: none"> • Mathematics achievement and professional development • Enhance existing collaboration opportunities & coaching • Evaluate effectiveness of 6-8th core reading materials • Classroom Management • Integration of Lakota studies
Priorities		Mathematics Achievement Integration of Lakota Studies

- e. Provide the rationale the district used to commit to serve this school with SIG funds. *Why is this school served?*

Located on the Pine Ridge Indian Reservation, this school is an eligible school with a history of low achievement. Poverty within Shannon County is among the highest in the nation. Grant funds would allow this school to significantly improve its professional development program.

- (2) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detail plans for the future.*

The district has the personnel, the technical infrastructure, and a history of participation in the South Dakota Incentives+ project to jumpstart its efforts to implement a new professional development model and expand coaching in this school. As a result of its participation in SDI+, the district has already linked growth in student performance with monetary incentives for paraprofessionals, teachers and principals. In addition, SDI+ has assisted the district in implementing strategies to recruit, place and retain highly-qualified and highly-effective staff. It has implemented a professional learning community structure.

If this proposal is funded, the district will contract with Technology and Innovation in Education (TIE) to assist with implementation of the new professional development program in the Shannon County School District. TIE is a high-capacity, intermediate service agency that specializes in teacher and school leader development, school innovation, program evaluation, and data-driven school improvement. In particular, TIE will assist the district in creating a sophisticated evaluation system that includes a process for removing staff who are not effective.

Shannon County School District has a progressive superintendent and a Board of Education who are willing to abandon the status quo in favor of new ideas that show promise for improving teaching and learning. They are committed to significantly increasing both student instructional time and staff professional development time. The district has one of the lowest teacher/ student ratios in the state of South Dakota and will employ a total of 10 instructional coaches (literacy, mathematics and Response to Intervention--RTI) beginning with the 2010-2011 school year, contingent on funding. As a part of the SDI+ project, each school has created a Building Leadership Team that has received more than 50 hours of specialized training in data-driven decision making, effective instructional strategies, effective teaming, and school leadership. The district has also changed its schedule so that all staff have one hour of collaborative professional development time each morning. Teachers discuss curriculum, instruction and assessment via districtwide DDN sessions. In addition, the district has created a sophisticated, web-based system to guide instruction and assessment. The system aligns the district's literacy and mathematics programs with state standards and provides teachers with pacing guides to ensure that students will have a guaranteed and viable curriculum. The district also has a comprehensive formative and summative assessment system, and teachers have immediate access to a wealth of student achievement data to help guide their instruction.

The district has already made significant improvements in curriculum (comprehensive literacy and reformed mathematics), instruction and assessment. The district has adopted a philosophy of continuous improvement, however. Beginning with the 2010-2011 school year, the district will implement a comprehensive, 4-year professional development program in mathematics for paraprofessionals, teachers and principals, contingent on funding. It will contract with TIE and with Black Hills State University to provide this professional development, which will include two weeks of training before school starts in August, in addition to regularly planned in-service days.

All district efforts are aimed at developing and increasing teacher and school leader effectiveness. This school will also significantly increase learning and professional development time and will strengthen its already-strong ties to supports within the community.

- (3) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

Contingent on funding, the district will contract with TIE to provide both technical assistance on implementation of School Improvement Grants and for professional development in mathematics over the three-year grant period. In addition, the district will contract with the Center for the Advancement of Mathematics and Science Education (CAMSE) at Black Hill State University to provide the content portion of the mathematics professional development.

These external service providers were selected because of their long and successful track record in South Dakota and their specialized expertise. TIE has been South Dakota's primary professional development provider for the past 25 years; CAMSE is one of the Centers of Excellence established within South Dakota's university system. This powerful combination of pedagogy and content expertise will help SCSD create a comprehensive, job-embedded professional development program that will be implemented over the three-year duration of this grant and will provide a minimum of 270 hours of professional development (90 hours each year for three years) in number, algebra and geometry.

Shannon County's District Leadership Team and Administrative Team were involved in the selection of the external partners.

- (4) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

This is a Tier III school.

- (7) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.*

Results of the districtwide Comprehensive Needs Assessment indicate that low student achievement in mathematics is of grave concern in all district schools. In addition, data from the district audit, the parent survey and other sources indicate that school climate issues are important. Because virtually 100% of the students in this school are Lakota, the integration of Lakota studies is necessary to validate the local culture and to help students, parents and community members feel that they are valued and respected. Therefore, the services that Shannon County Tier III schools will receive relative to this proposal include implementation of a comprehensive, job-embedded professional development program to improve teaching and learning in mathematics and to integrate Lakota studies into the teaching of mathematics across the district. This detailed plan is aligned with the district's improvement plan and district goals. It includes

- an additional two weeks of professional development in mathematics content and pedagogy for all teachers in principals each August before school starts;
- ongoing training in Cognitively Guided Instruction (a program designed at the University of Wisconsin specifically for Native American children) throughout the project period;
- follow-up classroom observations by professional development providers throughout the project period;
- additional instructional coaching support in all Shannon County Schools throughout the project period and beyond;
- continued training of Building Leadership Teams and Collaborative Work groups throughout the project period and beyond to increase focus on data-driven student achievement and integration of Lakota studies into the regular academic program
- an instructional leadership class (Lenses on Learning) for all building principals, and district instructional coaches in RTI, literacy, mathematics and Lakota studies in Year 1. In this class, participants learn how to support improved instruction in mathematics. Additional instructional leadership programs will be designed for Years 2 and 3.

Year 1: Focus on Number Sense with Lakota integration

Year 2: Focus on Algebra with Lakota integration

Year 3: Focus on Geometry with Lakota integration

TOTAL: 90 hours per year

The pedagogy components of the program will be delivered by TIE. The content components of the program will be delivered by the CAMSE at Black Hills State University.

A Comprehensive professional development program to improve teaching and learning in mathematics that extends through the three-year grant period and will extend one year beyond the grant funding period if funds become available. This program will include 90 hours annually

of professional development in both mathematics pedagogy (for inquiry-based programs) and mathematics content (Year 1 number sense; Year 2 algebra; Year 3 geometry; and Year 4 statistics and probability). In addition to coursework, the program will include extensive teacher observations, coaching and technical support. Professional development will be provided by Technology and Innovation

(8)As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe of February and March while developing the LEA application for SIG funds. Do for each school.*

Superintendent Dan Elwood and Vickie Grant, District Director of School Improvement met with principals/building managers from all schools along with other district administrators regarding the prospective 1003g grant opportunity on February 22, 2010. The district director of school improvement, Vickie Grant continued discussions via phone and in person as the grant writing process evolved. [Building level involvement—see below] Superintendent Elwood kept the school board up-to-date via board reports—February 22nd, March 12th, and March 22nd. On April 6, 2010, principals (including Brownie Eagle Bull, Shannon County Alternative Building Manager; Amy Huether, District Literacy Specialist; Joni Sasse, District Math Specialist; and Candi Foltz-Hall, District Early Childhood Coordinator) from across the district met with district leadership (Dan Elwood, Superintendent; Maurice Twiss, Director of Federal Programs; Vickie Grant, Director of School Improvement; Sandy Gaspar, SDDOE Corrective Action Consultant, and Robert Rose, SDDOE Technical Advisor; to review the application. Later, the Corrective Action Team—including those district level people previously mentioned, joined by Todd O'Bryan, School Board Member; Illa Brings Him Back, paraprofessional; Elizabeth Swallow, paraprofessional; Connie Rous, teacher; Monica Whirlwind Horse, Rockyford Upper Elementary Principal; Robert Two Crow, District Lakota Studies Director met to review and finalize the needs assessment. This group was joined by Brownie Eagle Bull, Alternative School Building Manager and parent/community representatives Mark Donovan and Natalie Hand.

In addition to planning team involvement prior to this meeting (see below), principals will take this information back to their building team.

Wolf Creek Upper:

Building based people involved in the 1003a and SIG development process included, after a meeting with all of the upper grade level teaching staff, Wolf Creek's Upper team, consisting of Amy Huether, Literacy Coach; Joni Sasse, Math Coach; Lynn Stein, Upper Math; Nona Jackson, 6th Grade classroom teacher; and Beverly Bertram, Upper Language Arts on March 18 & 19. Additional building level planning team members include Natalie Hand, parent/community/parent advisory council and Asa Wilson, special education.

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.

Include a budget description for each year of the proposed 3 year project. Provide details linking expenditures to requirements of the intervention selected for Tiers I and II. Indicate expenses related to strategies to be used in Tier III schools.

Grant Periods:

Project Year 1: July 1, 2010 – June 30, 2011
 Project Year 2: July 1, 2011 – June 30, 2012
 Project Year 3: July 1, 2012 – June 30, 2013

WOLF CREEK UPPER ELEMENTARY

<u>Personnel:</u>	Year 1	Year 2	Year 3
Teacher Intern:	35,000.00	35,000.00	35,000.00
Teacher Salaries 10 PD Days:	33,317.00	33,317.00	33,317.00
13.9% of district total			
Based on student enrollment			
<u>Employee Benefits:</u>			
Benefits (25% of salaries):	17,079.00	17,079.00	17,079.00
<u>Travel:</u>			
<u>Equipment:</u>			
<u>Supplies:</u>			
<u>Contractual:</u>			
Services rendered by			
external PD providers	27,764.00	27,764.00	27,764.00
13.9% of district total			
Based on student enrollment			
<u>Professional Development:</u>			
<u>Indirect Costs</u>	2,852.00	2,852.00	2,852.00

**South Dakota Department of Education
Budget Information
American Reinvestment and Recovery Act (ARRA)
Title I School Improvement 1003(g)**

Name of School: Wolf Creek Upper Elementary School

Budget Summary

Budget Categories	Project Year 1 7/01/10-6/30/11 (a)	Project Year 2 7/01/11-6/30/12 (b)	Project Year 3 7/1/12-6/30-13 (c)	Project Total (f)	
1. Personnel	\$68,317.00	\$68,317.00	\$68,317.00	\$204,951.00	
2. Employee Benefits	\$17,079.00	\$17,079.00	\$17,079.00	\$51,237.00	
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$27,764.00	\$27,764.00	\$27,764.00	\$83,292.00	
7. Professional Development					
8. Total Direct Costs (line 1-7)	\$113,160.00	\$113,160.00	\$113,160.00	\$339,480.00	
9. Indirect Costs*	\$2,852.00	\$2,852.00	\$2,852.00	\$8556.00	
10. Total Costs (lines 8-9)	\$116,012.00	\$116,012.00	\$116,012.00	\$348,306.00	

*Use restricted indirect cost rate (same rate as regular Title I program)

